



TRAINING PROVIDERS FORUM 2015

25 - 26 MAY | PERTH CONVENTION AND EXHIBITION CENTRE

Building the workforce to meet the economic and community needs of Western Australia



Shifting cultures - recognising
employers' input into training

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EUPA and E-Oz Energy Skills Australia

Shifting Cultures – Recognising employers' input into training

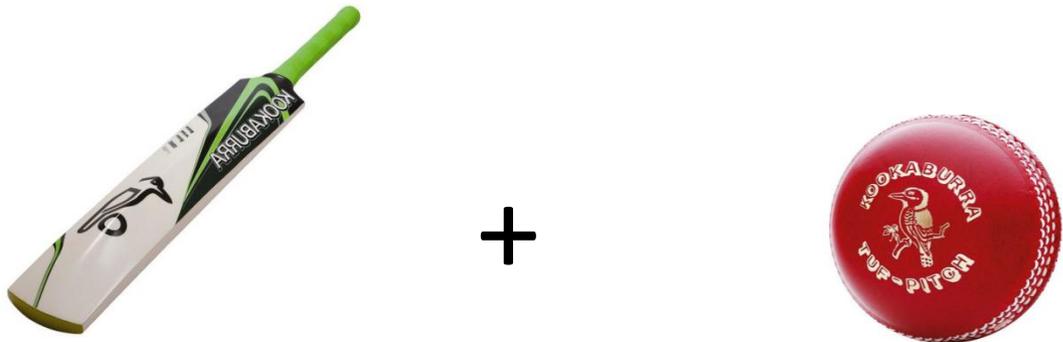
Electronic Profiling



Electrical, Utilities & Public Administration
Training Council Inc



Do the Maths



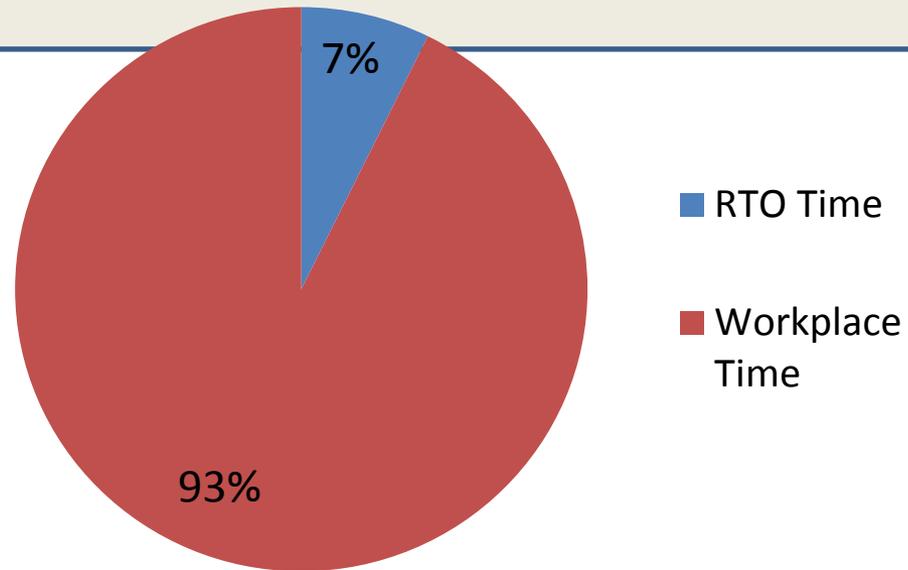
A cricket bat with a green handle and a red cricket ball. The bat has the Kookaburra logo and the text 'KOOKABURRA' on it. The ball has the Kookaburra logo and the text 'KOOKABURRA' and 'TUF-PITCH' on it.

$$\text{Bat} + \text{Ball} = \$1.10$$

If the bat costs one dollar more than the ball,
how much is the ball?



Where do apprentices spend their training time?



- RTOs concentrate on theory/skill combinations that are uneconomical to deliver in the workplace.
- Employers provide training and experience in everything.
- This is captured in a profiling tool.

What is profiling?

- Profiling is the collecting of evidence about what an apprentice has done.
- The Training Package requires that this data be gathered for all electrical apprentices.
- The data then helps determine whether an apprentice qualifies for an electrical license.

Features of Profiling

- Log books have long been used/misused for a long time.
- Advanced electronic profilers now analyse and summarise an apprentice's experience.
- Information is input by apprentices.
- This input is then verified by the supervising tradesperson.
- RTO monitors this progression and intercedes if necessary.
- Data is analysed for assessment and licensing purposes.

Group Discussion

- At your table please discuss what each person knows about profiling. Take about 5 minutes.
- We will wander around to get an impression of the level of knowledge and may adjust our presentation accordingly.
- The tables do not have to report back – so please have a free ranging discussion.

Understanding the Electrical Apprenticeship

- Duration: 4 years
- Workplace experience must be recorded
- An electrical license requires specified on the job experience

To complete :

- Apprentice sits a capstone test, usually after profiling data has been checked; and
- Employer and RTO agree apprentice is competent.

Crunch Time for Electrical Apprentices – Year 4

- Usually no off the job training
- Low level of on the job supervision

⇒ Apprentices stop seeing themselves as learners

Then: **'CRUNCH'**

Along comes the capstone test near end of 4th year.

Profiling reminds 4th years that they are still apprentices and have serious assessments to come.

Let's get the concept of 'Evidence' out of the way

- Profiling is not 'evidence' of competency.
- However it verifies things other evidence doesn't:
 - The number of times a task has been practiced on the job.
 - The range of tasks practiced, contexts, materials used and supervision.
 - That a tradesperson has observed the skill being practiced and commented on it where necessary.

It is therefore vital background information to assist an assessor to make a judgement about competency.

Implementation: Detail Planning is Critical

1. Choosing a tool. Two major electronic tools are used in WA. They don't talk to each other – which to use?
2. To start with a new cohort - or all existing students?
3. Needs dedicated staff, especially at beginning.
4. Maintenance requires at least 2 FTE for 2,000 apprentices.
5. Trainers need to be inducted and trained first, then employers and apprentices.

Profiling and the Lecturing Culture

Quality profiling requires:

- structured systems and timelines;
- strictly regular, formal reviews of apprentice's experience;
- follow up where exceptions occur; and
- workplace engagement with employers and apprentices.

These attributes are not present in all RTO or Lecturing cultures.

Including Profiling in a College Culture

- Some RTO lecturers complain about AQTF paperwork, and see profiling as similar.
- However, some RTOs have inducted enthusiastic lecturers into the profiling system successfully.
- These lecturers take careful responsibility for profiling their students and working with the results. The benefits can be powerful.
- Some RTOs don't attempt to challenge the lecturing culture. Instead they develop alternative solutions. This can be viable if done well.

Real Life Examples of Useful Profiling Outcomes

John T

- In year 1 John T's profile showed he replaced a lot of brushes and bearings in electric motors, but not much else.
- RTO consulted employer and found this was 90% of what the employer did.
- With ApprentiCentre, RTO convinced the employer to transfer apprentice to a Group Scheme – allowing a rotation to acquire other skills.
- This employer then had a range of other apprentices to whom he could teach his specialist knowledge of electric motors.

Peta G

- In year 1 Peta G's profile showed she did a lot of repairs to pool pumps and a lot of 'other duties'.
- Investigation found Peta was repairing pumps with a very occasional install - but in the off season she was mostly cleaning pools.
- Peta transferred to a group scheme and rotated through other electrical tasks – returning to her pool pump employer when they were busy with electrical work.
- Peta's training would never have been 'complete' without profiling/

Tony J

- Tony J's profile showed a lot of electrotechnology experience.
- In a review in Year 4 it emerged that his experience was nearly all in a security installation context.
- He therefore did not qualify for Certificate III in Electrotechnology or a full license.
- However his profile, combined with other evidence, entitled him to a Certificate III in Security Installation.
- He could later look at expanding to a full electrical license later, relatively easily, if he acquired relevant experience.
- Tony's problem was that his experience was not 'valid' for the original qualification.

Peter S

- Peter was judged 'not competent' when assessed against certain tasks at his College. Employer and Peter challenged this.
- His profile showed more than enough experience under low levels of supervision, with very positive comments from his employer.

Reviewing the profile with Peter and the employer led to several conclusions:

- 1) employer had given Peter some wrong information. Employer and apprentice were corrected.
- 2) Employer mentioned Peter had a long history of severe anxiety when confronted with formal assessments.
- 3) The RTO interviewed him in a friendly manner - rather than formally examining him - and he passed with flying colours.

Garry P

- Garry P had lectured a long time in the RTO.
- He assessed a number of apprentices as not competent due to failure to provide a correct answer on a knowledge component.
- Profiles revealed that all these apprentices had been performing the task in question often with very positive comments by their employers.
- Garry P questioned his own knowledge and discovered he was out of date.
- Profiling, in this case, contributes to moderation. Not only are assessors moderating their assessment against other assessors but against employer standards.

Patrick D

- Patrick D registered as an apprentice electrical mechanic.
- When trying to align some of his tasks to the profiling tool, his employer discovered he should have been indentured as an electrical fitter, not an electrical mechanic.
- If this had not been discovered Patrick would have ended his apprenticeship without a Certificate of any kind, or any license.

What does the system actually look like?

- For the sake of simplicity the following examples are from one profiler only – not all are the same.
- Each system has its merits and we are not qualified to judge which is better – RTOs must determine the best fit.
- Despite this, there are some advantages in using one of the profiling tools used commonly for your occupation. This increases the odds that anyone transferring to your RTO will be able to transfer over profiling data.

What the Apprentice Prepares

Daily Job Card

(Stove Installation, Tuesday)

Work Area	Time	Activity	Supervision	Support	Materials
Install Apparatus	2	Carry Out	Direct	Constant	Appliance Fixed, heating, Protection Devices eg RCb, fuses, C/B, o/loads, read and interpret drawings
Install terminate L/V cables	2	Carry Out	Direct	Constant	Thermoplastic sheathed flat
Apprentice comments	Tues 9/7/2013 10:19am		All went well, first full stove install		

How the supervisor responds (see blue sections)

Work Area	Time	Activity	Supervision	Support	Materials
Install Apparatus	2	Carry Out	Direct	Constant	Appliance Fixed, heating, Protection Devices eg RCB, fuses, C/B, o/loads, read and interpret drawings
Install terminate L/V cables	2	Carry Out			Plastic sheathed flat
Apprentice comments	Tues 9/7/2013 10:15				

Approve or Reject : Approve

I declare that the information in this Card is true and correct

Tradesperson : Barney Google

Lic Number : 12345

Comment: Explained overloads in detail. Carried out well but should be closely supervised until gets more practice

Cards rejected by tradespeople

- A tradesperson can reject the card submitted by an apprentice. In doing so they usually enter comments about why the card was rejected.
- The apprentice can discuss and re submit their card after they understand why it was rejected.
- In a healthy training arrangement this is where powerful communication can develop, leading to heightened skills.

Progressive Data Analysis

Regarding: Jim Steve Bob, Profiling Number A

Overall Progression Report for Stage 1A

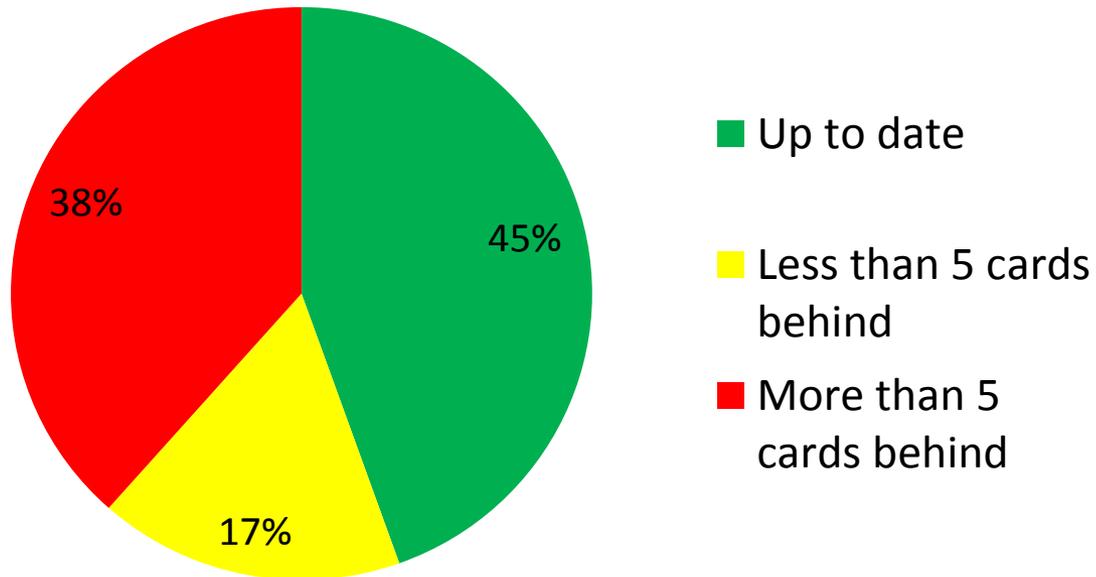
This report shows the progression of Work Area Experience (Bar Charts on the Progress Report) as well as the Material Experience (Pie Charts on the Progress Report) against the standard progression of an Apprenticeship.

Work Area Name	Work Area Type	Work Area Experience	Materials Range	More Material Experience required across 1 or more of the following:
Install support / protection	Core	More Experience Required	Range Satisfactory	None
Install / terminate LV cables	Core	More Experience Required	Further Range Required	<ul style="list-style-type: none"> • Read/interpret drawings/plans
Test apparatus / circuits	Core	Sufficient Experience	Range Satisfactory	None
Fault find electrical	Core	Sufficient Experience	Further Range Required	<ul style="list-style-type: none"> • Read/interpret drawings/plans

Work Areas						
Install Support/Protection				Y		
Install Terminate L/V Cables				Y		
Time (Hours)				6		
Activity	Plan	Y	Carry Out	Y	Complete	Y
Supervision	Direct	Y	General	N	Broad	N
Support	Constant	N	Intermittent	Y	Minimal	N
Materials						
Aluminium Conductors/cable			N	Armoured Cables		N
Fire Rated Cable			N	Flexible Cords/Cables		N
Other			N	Read Interpret Drawings		N
Single/ Double Insulated			N	Special Cables		Y
Thermoplastic insulated			N	XUPE		N
Thermoplastic Sheathed Flat			N			

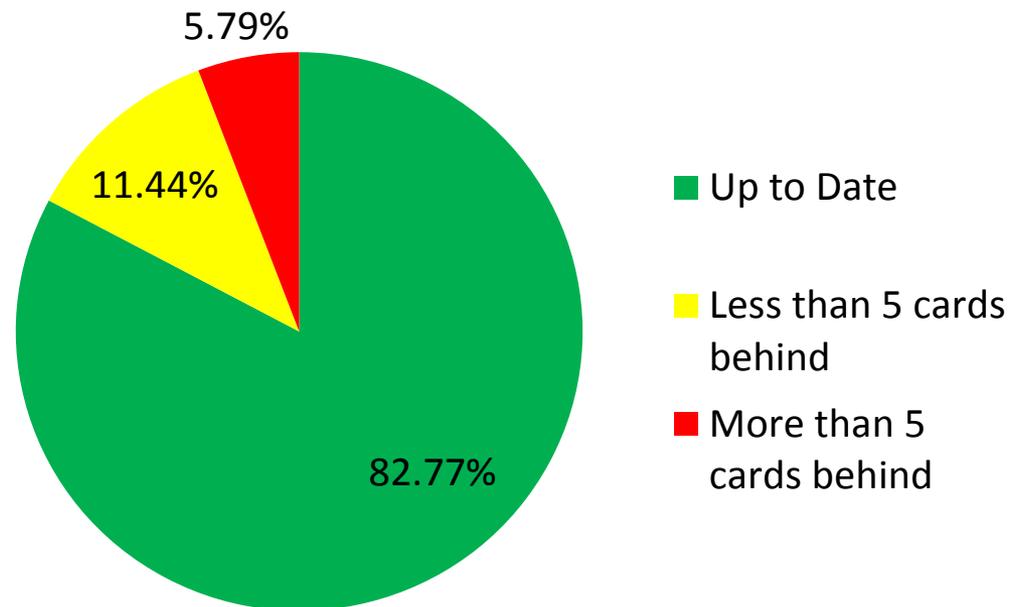
Missing Apprentice Input

System reminds RTO of late apprentice lodgement.



Missing Employer Verification

- Employers are more reliable than apprentices in verifying evidence.
- However they don't verify until after the apprentice has lodged – so delays below are on top of apprentice delays.



Measuring against National Performance Yardsticks (or other measures)

Some systems measure individual progression against national yardsticks.

This can compare the:

- number and type of competencies attained;
- level of support ;and
- level of supervision being required

with many other apprentices at that point in the apprenticeship.

If significantly behind the yardsticks , the RTO should investigate.

Conversely if an apprentice is shown to be working without direct supervision early in the apprenticeship, warning bells should be ringing.

Questions and Input

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NEXT SESSION



Networking drinks